



# HAPPY FAMILY HAPPY COFFEE



## Tool 1: Vision

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**Indonesia Toolkit for  
Empowering Women, Youth and Men  
to Sustainably Implement  
Good Coffee Practices**



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Semendo farmers drawing their first visions in their notebooks.

### Underlying Narrative: Happy Family Happy Coffee Vision

*Coffee Good Agricultural Practices - improving quality and quantity through GAPs - are a means to an end - happy farmers, happy families and happy community. But GAPs implementation itself, and translating improved coffee production into this bigger vision of personal, family and community progress and happiness requires more than just learning eg new coffee varieties and how to prune trees. It means learning how to plan, save and reinvest. It means working together with family members on an equitable basis - where all those working hard (women and youth as well as men) also see the fruits in terms of ownership of property, use of income and participation in decision-making. It also requires working in harmony with the natural environment.*

*Coffee companies, cooperatives and service providers can help farmers to achieve their visions - if the vision is clear and farmers (women and youth as well as men) are able to plan and improve their livelihoods and families around this vision. Otherwise the perception (and maybe also reality?) will remain that companies are just forcing farmers to change in order to increase their own profits. Things do not move and this situation also places extension staff and promoter farmers in a difficult position.*

*This Session will therefore focus on the question: What does happy coffee look like? What do happy families look like? What do happy communities look like?*

*We will have some fun - though the topic is very serious and asks us to question what we are doing with our lives and why. Visions will be drawn because then things are clear. We dream in pictures not in words. Research has also shown that drawing increases the capacity of the brain to be creative and do new things - it increases intelligence. In the modern world of fast messages, visual communication is now central to getting messages across - no one wants to read pages and pages of things any more. Everyone can draw - we draw as children but somehow we forget and do not develop the skill.*

*We want to have fun. So you will want to share what you are learning when you get back home. And want to come to the next training sessions to learn how you can plan with your family to work towards your vision. We even want to do our own song around this vision so you can all leave happy.*



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## Aims of the Soulmate Visioning

This first introductory session aims to be fun and inspire farmers with a vision of their family and community as a result of improving coffee production. It also introduces issues of different varieties of coffee, quality and quantity, environmental issues for 'happy coffee' and gender and generational issues in 'happy family' including land ownership and control of coffee money as well as division of labour.

In addition it includes participant introductions to replace everyone just standing up like dummies and saying their name in a way most people do not remember. The activity helps farmers to get to know each other better - even if they are already neighbours. It develops confidence in drawing and participatory skills that will be built on in following sessions.

**But things must be light and fun** - so people really want to share what they are learning and want to come to the next training session to learn how they can plan to work towards this vision.

### Aims for Participants:

- introduce and reinforce a faith in the possibility of change and clarify the role of improved coffee in their vision for themselves, their families, the family farm and their community;
- introduce basic drawing as a fun and useful activity to bring people together
- introduce participatory discussion skills
- introduce gender and generational issues through discussing ownership of assets in visions eg houses and cars, and contribution of women, youth and men to achieving these

### Aims for Companies:

- increase understanding of and respect for farmers' own visions (women, youth and men) and how they relate to the aims of the company, cooperative and/or service provider
- increase understanding of the similarities and differences in visions between women, youth and men from different backgrounds - in relation to wider livelihoods as well as coffee
- improve participatory skills of staff and communication with women, youth and men farmers in the communities where they work.

### Aims for the facilitator:

- to understand participant expectations and clarify which of these can be fulfilled through the planned design of the trainings, which can be fulfilled by some adjustments or additions to the planned schedule, and which are the subject of another training - eg basic GALS and/or business training can be suggested as follow-up by farmers contacting GALS champions or sponsored by organisations.
- to assess the specificities of the particular participant farmer mix and context eg how easily do women and men interact, or older and younger people, what are likely sensitive issues etc in order to manage group dynamics and assess pacing of the sessions. It does not start with separating women, youth and men but leaves open to observation whether and in what ways they may have different perspectives.
- to get people talking and energised so that they are open to some of the new things in the following sessions.



**Facilitation overview**

<p><b>Participant preparation</b></p>	<ul style="list-style-type: none"> <li>• Come on time</li> <li>• Bring Notebook diaries and coloured pens unless these are provided by the project</li> </ul>
<p><b>Facilitator preparation</b></p>	<ul style="list-style-type: none"> <li>• Familiarise yourself with the instructions, including the description on encouraging drawing and GALS Facilitation Guide.</li> <li>• Make sure the seating arrangements will enable individual reflection, space for mingling and flipcharts for 4-5 group discussions.</li> </ul>
<p><b>Timing</b>  <b>2 -3 hours</b>  <b>(based on 20-30 participants)</b></p>	<ul style="list-style-type: none"> <li>• Arrival and welcoming vision song playing as people arrive. If people lack confidence to draw - see suggestions in Facilitation Guide.</li> <li>• Pairwise Expectations and Introductions as people arrive. 5-10 minutes time after planned start. 20 minutes feedback. (total 30 min from planned start)</li> <li>• Facilitator explanation of the underlying Happy Family Happy Coffee narrative (see above) soulmate activity and reasons for drawing (5 minutes)</li> <li>• Individual drawing (15 minutes)</li> <li>• Mingling and sharing drawings (15 minutes)</li> <li>• Group discussion and collective drawing (15 minutes)</li> <li>• Plenary feedback (20-25 minutes 5 minutes per drawing)</li> <li>• Writing a new song, (20 minutes + or for homework)</li> <li>• Facilitator wrap up and explanation of homework next session (10 minutes).</li> </ul>
<p><b>Materials/inputs</b></p>	<ul style="list-style-type: none"> <li>• One A4 sheet of plain paper or notebook diary with coloured pens per participant.</li> <li>• 1 flipchart with coloured markers for each group ie x 4-5.</li> </ul>
<p><b>Outputs</b></p>	<ul style="list-style-type: none"> <li>• Flipchart of participant expectations for future reference and evaluation</li> <li>• Individual visions in notebook diaries</li> <li>• Soulmate group visions</li> <li>• song</li> <li>• Drawing and participatory skills and networking</li> <li>• Understanding of the likely similarities and differences between participants, and between women and men and whether or not there is a need for norm setting at this stage.</li> </ul>
<p><b>Homework for participants</b></p>	<ul style="list-style-type: none"> <li>• Take forward the vision drawing to the next exercise and/or share with people at home</li> </ul>
<p><b>Homework for facilitator</b></p>	<ul style="list-style-type: none"> <li>• Photograph the flipcharts with brief notes</li> <li>• Consider implications of observations on participants and process for the following activities.</li> </ul>

## Expectations and introductions: Pairwise Discussion



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**Facilitation  
details**

As people arrive the facilitator asks them to sit with someone they do not know well - this is the opportunity for them to get to know new people better, even if they already know people by sight. Though they should not be forced to sit with someone they do not want to.

They should introduce themselves and say a little bit about their background - family etc. Then discuss what they have been told about the training and their expectations.

They should be told this is a listening and memory exercise - they should not write. And that at the end people will introduce their new friend, not themselves.

As soon as everyone has arrived the facilitator starts the session by briefly explaining the pairwise process for everyone, and that people will introduce their friend and not themselves. Participants are then given a bit more time to enable everyone to get at least one or two points from a neighbour. If some pairs have finished, they can join some new people.

Feedback should start from the back if people are in rows. After the first couple the facilitator explains briefly about the importance of respect and applause, and asks for suggestions on a form of applause for each pair. **APPLAUSE CONVENTION SHOULD BE BRIEF BUT ENERGETIC.**

If time is short or numbers of participants very large, these discussions do not need to be fed back to plenary at this stage, but introductions and expectations can become part of the group discussions in the Soulmate Group feedback in consolidated form by each group. However this is not so powerful in developing confidence to share in public.

**NOTE:**

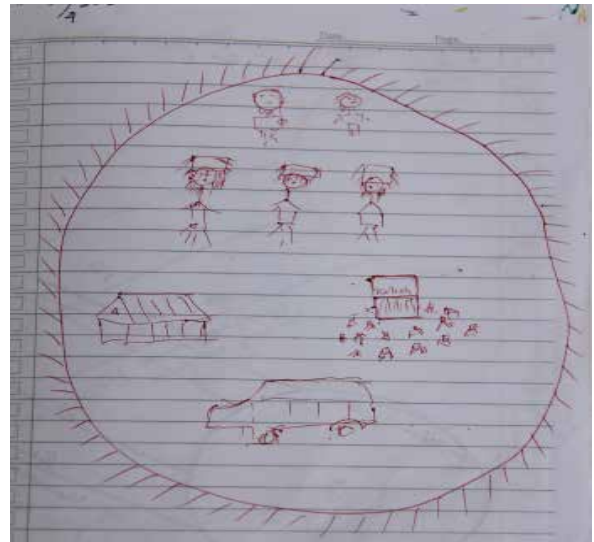
**The Notebooks should not be given out until the start of the visioning below.**





**Vision question:**  
**What do we mean by 'Happy Family Happy Coffee'?**

- What does Happy Coffee look like?
- What sort of trees, What do the cherries look like? What sort of environment does it have? What does the farm look like?
- What does a Happy Family look like?
- Who is there? Who is doing what? Who owns what? Who gets the money? Who decides what?
- What does the community environment look like?



**Step 1 Individual Drawing (15 minutes)**

Participants are asked first to close their eyes, and think of what they think 'Happy Family Happy Coffee' would look like. How would their farm and family be?

The facilitator has put a flipchart at the front of the hall and asks someone to come up and draw a large red circle. Participants are told this represents the big sun vision. They are then asked how they could make this appear more shining, and someone else comes up and draws the lines for the rays of the sun. They should not forget the appaluse.

Then the Notebooks are handed out and participants are asked to open these at the first page. The facilitator explains the importance of keeping different parts of the notebook separate: front for individual plans, back will be the pictorial steps they will share, Middle is for notes so they can revise these and/or tear out pages later.

On the first page of their Notebook participants draw the images they see - this will be their then starting vision for the following sessions. Though it may well change as they share with others and in future as they progress and they can add things later.



**Step 2 Finding soulmates (15-20 minutes)**

When participants think they have finished, they stand up and mingle with each other, sharing their vision drawings.

As they mingle they decide which participants they think have vision drawings most similar to their own and form a group with them.

Normally this produces 3-5 groups of different views, with any 'special people' who do not feel they can join the other groups then forming one group together.



**Soulmate Visioning**

**Key steps**

**NOTE:**

**If people lack confidence to draw - see suggestions in Facilitation Guide.**



**Soulmate  
Visioning  
Key steps**

**Step 3 Collective drawing (4-5 groups 15 minutes)**

Each group does a collective drawing on a large flipchart, bringing together all the elements from the different drawings.

This collective drawing should be a participatory process - it is not a task given to the most 'artistic' participant. It is part of the development of participation skills and the participatory process is as important as the beautiful product. Everyone comes up systematically in turn, takes the marker from the previous person, contributes a drawing from their vision, then hands the pen to the next person. As people sit down they should be applauded.

Everyone draws, no one draws for anyone else and no one stands in front for long. All participants should make sure everyone can see and hear the whole discussion and is not left out at the back - or just sits back doing nothing.

Each group appoints a presenter - preferably the person who has spoken least so everyone has a chance to develop their confidence at speaking.

The facilitator does not intervene in the discussion, but just ensures that there are people on the drawing and asks people to think about issues of ownership of assets and indicate this on the drawings.

As they go around the facilitator also observes which drawings seem strongest from the point of view of gender fairness.

**Step 4 Plenary sharing (10-25 minutes, 2-5 minutes per group)**

Presentations start with the drawing the facilitator considers to be the least complete in terms of the happy family vision (but do not say this is the reason for selection!). vision and end on

The groups come up in turn to present each other and their vision drawing and their estimate of the proportion of farmers they think has achieved what already. When the presenter has finished other group members are invited to add.

Other participants listen and think or note things they think are different from their own drawing/ questions they have.

As each group finishes they hand the pen to the next group and are applauded as they sit down. The facilitator sits at the back or side and does not touch the marker.





## Some general points on facilitation

Remember the aims at this stage are:

- the understanding and discussion, not just the final drawing.
- ownership, openness and fun, not 'political correctness' or accuracy of information
- getting a sense of what happens 'naturally' coming from participants so you understand how to strategise change from the back in later stages.

### DO

- Be sure to change the **seating arrangements** if necessary to encourage discussion and participation. Seating should not be like school, but chairs in groups with passages between.
- Make sure everyone:
  - is drawing for themselves
  - has put their individual symbol and group symbol on the outside of the diary
  - has put the date on their vision
  - is drawing in their diaries the right way up
  - is now comfortable holding a pen.
- Make sure **everyone is engaged all the time**. If some people are having difficulty, put those people together to support each other. Do not put advanced people with those having difficulty, or the advanced people will get bored and those struggling will sit back and not develop confidence.
- You can support and reinforce anything which you think is particularly **positive in support of women's rights and gender justice** eg visions where women have ownership of assets, where men are helping with children etc. You can question (politely, strategically and without accusation) anything which is obviously against the GALS principles. And things which support assumptions eg that men are heads of household or women are weak etc.
- Observe the **participatory process** throughout and (politely) introduce and continually reinforce principles of inclusion, equity and respect right from the start. If the participatory process has been very bad and some participants are very disruptive, then some discussion on norm-setting may be needed for the next session. But ask participants themselves to comment and make suggestions.

### DON'T

- Don't try to teach or preach - you will just lose people from the start.
- NO ONE SHOULD EVER DRAW FOR SOMEONE ELSE or they will never learn anything. This is important for later.
- NO ONE IN GALS SHOULD EVER BE LEFT SITTING WITH NOTHING TO DO. They should be further developing their own drawings and/or discussing and helping others
- Don't make norm setting appear 'teacherish' - farmers are adults and should self-enforce norms themselves leaving you to continue to facilitate from the back as a friend? Particularly on gender issues.





# Facilitator Checklist

Issues to observe to guide future facilitation:

- Look at the aims of the session and tick those you think have been achieved.
- How much consensus is there between the visions? What are the main differences? Between women and men? Between women? Between men? Between people from different backgrounds? Do you think it is necessary to question any gender differences in visions? If so how?
- Has the discussion process been equitable and participatory? Did women and men mix happily together, or separate out into single-sex groups? Have women participated equally in the group discussions? Have men felt they could express themselves freely? Have groups been dominated by a few individuals? If not, what are the implications for the following sessions?
- Are any people still having difficulty drawing? They may need some encouragement. Are any people drawing for others? This should be strongly discouraged - or people will never learn.
- Are there any gender/youth issues which you feel are likely to be very important? Changes which everyone would seem to support? Issues which are very important, but likely to be sensitive? How would you tackle these without causing undue conflict and losing people along the way?
- Did you have any difficulties as facilitator? How do you think those could be addressed in the following sessions? Including norm-setting and seating.
- There should be a song and participatory pairwise recap at the start of every session (ie if the 3-4 hours is split into 3 x 1 hour 30 minute sessions)

## CONSIDER

Will you need to make any changes to seating arrangements and logistics to increase participation in following sessions?

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